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ABSTRACT

This document is a progress report of the student interns in the South Dakota state government. The report covers program history; evaluation of the legislative intern program; details of the summer intern program, 1972; evaluation of the summer intern program, 1972; Student Intern Coordinating Council; the state plan and state intern conference; purposes of the plan; the Council and its makeup; other features of the plan; legislation needed for plan implementation; and other subjects discussed at the state conference. Appendices of related program material are included. (MJM)

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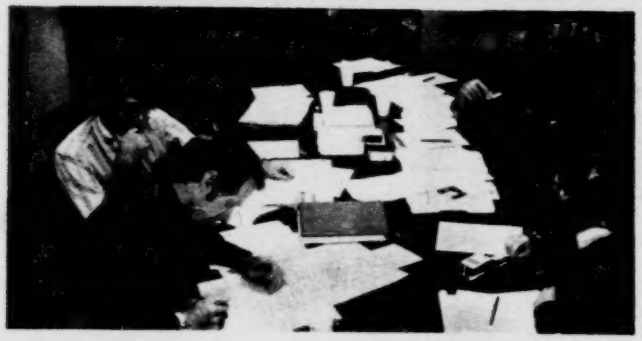
STUDENT INTERNS IN SOUTH DAKOTA



progress report to

Resource Development Internship Project &

S. Dak. Student Intern Coordinating Council

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by Ted Kneebone, Intern Coordinator

pierre, s. dak.

student intern coordinating council

bloomington, indiana

1973

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A WORD OF APPRECIATION. . .

Many people have made the experimental programs of student internships successful enough for the state legislature to consider making the concept a permanent part of state government. They include:

- *Jeanne Patterson, Bob Shriner, and Lee Cheaney of RDIP for their help and money; Tom Maher, the first coordinator*
- *Dr. Lynn Muchmore, Director of the State Planning Agency, who allowed the present coordinator time to direct the program*
- *Bob Mullally and Francis Nickerson, who believed in the students all the way*
- *members of the Academic Resources Council for their support*
- *Governor Richard F. Kneip, for having faith enough in the program to issue an executive order creating the Council and fixing its responsibilities*
- *members of the Student Intern Coordinating Council for their hard work and vision in keeping the program together, for their wise advice*
- *legislators like Senators Harvey Wollman, Homer Kandaras, and Don Bierle who co-sponsored the 1972 and 1973 legislation*
- *the college faculty and administration members who helped tell our story and send us interns*
- *the student interns who have been a credit to the program from Day One*
- *the agency directors and supervisors of interns who provided the daily guidance and education the interns had to have.*

But one person more than any other single individual was my prime source of good ideas, wise counsel, and a source of dependable strength in times of crisis: Robert Fuller, Program Coordinator, Cooperative Education Program of the University of South Dakota. Thanks, Bob – we made a great team. I know our efforts will be worth it all.

Ted Kneebone, Intern Coordinator
January 1973

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STUDENT INTERNS IN SOUTH DAKOTA
a progress report to the Resource Development Internship Project and the South Dakota Student Intern Coordinating Council

by Ted Kneebone, Chairman, Student Intern Coordinating Council

HISTORY. The use of college students as interns in South Dakota state government is in its infancy.

To date, three experimental programs have been completed. The first one was held during the summer of 1971. A grant of $2100 was awarded the Academic Resources Council by RDIP to employ Tom Maher as coordinator. The agencies, employing ten interns, paid students' salaries from state funds. At the conclusion of the program, a regional conference was held at the State Game Lodge near Custer, South Dakota. Maher has reported on this program in his publication, *Interns for South Dakota*.

The second experiment, called the Legislative Intern Program, continued throughout the 1972 legislative session. The Resource Development Internship Project awarded a grant of $1200 to the South Dakota Division of Personnel for the sole purpose of supplementing student salaries. Ted Kneebone, a consultant to the State Planning Agency and the Task Force on Policy Data was named coordinator on a parttime basis, without salary. Twenty students were placed in eleven state agencies and with three legislators. Some of the students served during the entire session; others could participate only for the one-month January "interim" term. Most private colleges in the state were on the 4-1-4 calendar. This program and the following one are reported here.

The third experiment was a program during the summer of 1972. Again, the Resource Development Internship Project awarded the newly-created South Dakota Student Intern Coordinating Council a grant of $8000, largely for student salary supplements. A small administrative grant was also included. Ted Kneebone, at that time on the staff of the State Planning Agency, again served without salary.

Twenty-eight students were employed in sixteen agencies. Several other interns participated in the various seminars but did not request admission to the program.

Details of the LIP '72 program. Letters were sent to all state agencies defining the scope of the program and asking for their participation. The original request was that the Academic Resources Council provide the Governor with names of possible intern candidates. He would then select the student to be employed. This yielded about ten or eleven applicants. In fact, it was necessary to go back to the colleges with a request for additional applicants in order to satisfy the agency requests.

In the process both a student application form and an agency request form were developed.

Various meetings and seminars were held during the legislative session:

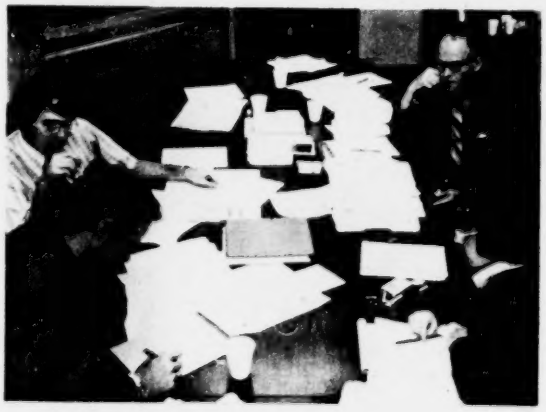
December 15, 1971: Planning session for agency personnel and college advisers.

January 5, 1972: Orientation session and general meeting for the student interns and agency supervisors.

January 11: Meeting with sponsors of studnet intern Senate Bill 209, Senators Harvey Wollman and Homer Kandaras.

January 24: Meeting with Governor Richard Kneip. New interns introduced.

January 27: Luncheon at local cafe. Evaluation session.



student interns

February 4: Student government conference, sponsored by the University of South Dakota and Dr. William O. Farber. Several interns and the coordinator participated.

February 7: Seminar on taxation and tax reform. Gordon Vande Voorde, student intern hosted this and invited Senator Homer Kandaras (Dem.) and Senator Robert Burns (Rep.) to discuss the issues. (Burns became ill and was unable to attend.

February 10: Press conference to allow reporters to ask questions of the students and agency supervisors. Sparsely attended by students, press, and supervisors. It was the last day of the session so many had already gone home!

Evaluation of the legislative intern program. The plus values were the generally excellent interns and the spirit of cooperation from the agencies and legislators who sponsored interns. Some of the details began to jell.

A number of concerns became apparent, however:

1. Some agencies were not able to really tell the students what they expected of them. Most of the students were "on their own" in following bills through the legislative process.

2. A few students became unofficial lobbyists for the intern bill, their own colleges, and for interns in general. Some unstatesmanlike behavior was reported long after the session concluded.

3. Cost and availability of student housing was a problem for students whose parents did not live in Pierre.

4. We did **not** solicit positions from legislators and should have done so. No program of this nature can succeed without active support from senators and representatives. In some cases, legislators will have to be oriented on the proper use of an intern.

Details of the summer intern program, 1972. Preparations for the summer program get a late start since there was some question as to what agency could become the fiscal agent to receive a grant from the Resource Developemnt Internship Project. The problem was "solved" by making separate grants to each participating agency through the issuance of separate contracts.

In March, letters and request forms were sent to all state agencies. The agencies' projects were screened by the Student Intern Coordinating Committee (a predecessor of the Council). On April 26, the participating agencies were notified that their projects had been accepted. On April 27, packets of materials were sent to the colleges, including:

- Directory of Student Internships in South Dakota state government
- RDIP Handbook for professional and administrative internships
- a supply of intern application blanks
- cover letter (separate ones to: college president, placement office, members of Academic Resources Council)

As student applications came in, copies were made and sent to the agencies preferred

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by the students in each case. Eighty-nine applications were received for the twenty-eight positions available.

Meetings and seminars were held for supervisors, college advisers, and interns.

May 16, 1972: Orientation session for intern supervisors. Participants included: Dr. Richard Gibb, S. Dak. Commissioner of Higher Education; Robert Shriner, Associate Director, Resource Development Internship Project; and Robert Mullally, Director, S. Dak. Division of Personnel.

June 6: Planning session to determine seminar topics, etc. for interns and supervisors.

July 13: "Governance problems in the world of the future", a paper and related film presented by Robert Shriner, Associate Director, Resource Development Internship Project.

July 20: Drugs and alcoholism. Harlan Peterson, Commissioner of Drugs & Substances Control (Attorney General's office) and Vince Galvin, Alcohol Safety Action Program and the Division of Alcoholism. Interns Jim Abbott and Harry Christianson of the Legislative Research Council arranged for the seminar.

July 25: Intern picnic at Farm Island. Invited guests included the Board of Regents, college presidents, Governor Richard Kneip, interns, and their supervisors.

July 26: Seminar on the intern program. The session was critique of the intern summer program, followed by lunch. Gary Simon, intern in the Personnel Division, chaired the meeting. Several college presidents and faculty memebers attended, but no members of the Board of Regents.

August 14: "Legislators and the legislative process", a seminar and lobbyists Charles Thompson and Dave Gerdes with Senator Homer Harding (Rep.). This was arranged by Roy Wise and Dennis Finch of Labor & Management Relations. Students elected members to represent them on the Student Intern Coordinating Council.

August 16: "Consumer protection", a seminar with John DeVany, Commissioner of Consumer Affairs (Attorney-General's office). This was arranged by interns John Porter, Jay Leibel, and Harry Christianson of the Legislative Research Council.

August 18: "Government reorganization and Constitutional revision", a seminar with Dan Bucks, Director, Citizens' Commission on Executive Reorganization and Ron Olinger, Executive Secretary of the Constitutional Revision Commission. This was arranged by interns Carol Chalberg (Mental Health & Retardation), Harley Duncan (Reorganization), and Russ Cranston (Constitutional Revision).

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Evaluation of the summer intern program, 1972. The students were very well prepared for their assignments. Two were hired to staff the agencies they interned in. At least one other agency would gladly have added its intern had the budget allowed it.

The seminars, meetings, and evaluation sessions were very well handled by intern organizers. The topics were chosen by the students who planned and executed the programs. Discussion was lively, and the speakers were very responsive to intern questions. The interns had a chance to meet Governor Kneip in a relaxed social atmosphere, and probably the first to meet Dr. Gordon Foster and his wife, newly-appointed President of Dakota State College.

The elements of the summer program emerged in our critique sessions:

1. High cost of housing and general difficulty of finding suitable housing.
2. The general lack of social life in Pierre. A social committee was suggested.
3. Students wondered why the "advisory committees" did not meet to advise them. Some committees met; many did not. Some interns and supervisors did not see the need for the committee.
4. Some felt the entire program needed a more formalized structure; fulltime intern coordinator, etc.
5. Concept of the "Pierre semester" was discussed and generally approved.
6. Students urged a state budget and better planning and coordination.
7. Orientation program needed, making sure that the supervisors are present and participating.

8. "There is a lack of communication within departments and between departments."
9. "80% of the people in state government spend 90% of their time justifying why they are here!"
10. How long is the working day? Some apparently were putting in considerable overtime.
11. A few interns expressed a lack of direction and supervision.
12. Some wondered where basic information can be located. Part of the answer lies in libraries in Pierre; part of it is in the various agencies; and part of it just isn't available.

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13. Personal job interviews should be required of participating agencies.
14. Interns urged that the program broadened to include city and county government and various special interest-lobby type organizations (SDEA, Municipal League, etc.).
15. One intern suggested: "Understaffed agencies are good places to go."
16. The intern coordinator should continue to act as "middleman". Students and agency supervisors should be able to go to him with their problems and be assured of confidentiality, when requested.
17. Agencies should be truthful in their job descriptions. These descriptions should be quite detailed in what they want done and what the end product should be. The time-frame should be realistic.
18. The intern's background should generally match the project he will be doing.
19. Provisions should be available for the intern who feels the project was not "as advertised" — and who "wants out".
20. Areas in which internships should be available are these: welfare, health, agriculture, sociology.
21. Some suggested that the salary schedule should be improved. Some consideration should be given to putting graduate students and law students in a higher bracket. (Some were; others were not.)

The Resource Development Internship Project also had our students and supervisors evaluate the program in the form of questionnaires mailed to them.

Student Intern Coordinating Council. On May 31, 1972, Governor Kneip signed the Executive Order creating the Student Intern Coordinating Council. A Committee with the same name had, on an informal basis, advised the ad hoc intern coordinator until that time. The Council was expanded to include two representatives from the Academic Resources Council (the body originally given

responsibility for establishing intern programs) and three students who had been interns. The balance of the Council included the Commissioner of Higher Education, the Director of Personnel, and the ad hoc intern coordinator (from the State Planning Agency).

The Order established these minimal responsibilities:

1. Develop a comprehensive state plan for internships.
2. Coordinate the various state government intern programs with the colleges, legislators, and state agencies.
3. Establish intern selection standards and agency project guidelines.
4. Provide the necessary supervision (through the agencies or legislators) for interns, as well as personal guidance and consultation.
5. Receipt of all funds, public and private, and expenditure of same fo; intern purposes.
6. Cooperation with the Academic Resources Council on matters affecting interns and intern programs.

The state plan and state intern conference. In an effort to fulfill the provisions of the Executive Order, the Council, in the fall of 1972, made plans to develop a state intern plan. To expose the plan to public scrutiny, Bob Fuller, Program Coordinator of the Cooperative Education

Program at the University of South Dakota, offered to help put together and fund a statewide intern conference.

The complete text of the Plan is included as an appendix. Here are some of the main features of it:

Purposes: to provide students with off-campus work experiences to enhance their academic training; ensure work experiences relevant to the students' educational objectives; enable employers to use students' talents and ideas; encourage young people to enter service careers in the state; and to acquaint students with the political process.

The Council and its makeup. The Student Intern Coordinating Council is to be composed of the Commissioner of Higher Education, the Director of the Division of Personnel, the Director of the State Planning Agency, representatives from the state legislature, the Academic Resources Council, college students, college faculty and administration, minorities, federal agencies, and others as designated by the Governor.

The responsibilities of the Council and Intern Coordinator are to include: coordination of intern programs; promulgation of student selection standards and guidelines for sponsors' projects; ensuring adequate student supervision by sponsors; receipt and expenditure of funds; cooperation with the Academic Resources Council; and the establishment of technical assistance to sponsors through a clearinghouse and directory service and other related services.

Other features of the Plan. The plan also briefly comments on student eligibility, sponsor participation and minimum guidelines, and the responsibilities of the colleges and universities to the intern program.

Legislation needed for Plan implementation. It was the judgment of the Intern Council that full implementation of the Plan would be impossible without state legislation creating an Office of Student Intern Programs. A draft of a proposed bill was presented to the Council during the state conference. It was revised and will be presented to several state legislators for possible sponsorship in the 1973 session.

Other subjects discussed at the state conference. Here are some of the other topics discussed and presented:

- What is an internship?
- Internships as viewed by the participants
- How is an intern program started?
- How is an intern program funded?
- Communication
- RDIP evaluation of the South Dakota program
- Critique of the State Plan by all who attended the conference

As far as possible, the ideas gleaned from the open discussion of the South Dakota Plan were incorporated into it.

A final thought. Without enabling legislation and an annual budget for an Office of Student Intern Programs, the future of a meaningful program of internship for South Dakota and the resulting statewide coordination is in doubt. A program which fixes no responsibility with anyone or with any established agency of state government is no program at all. Our period of three experimental projects is now complete. No further pilots, no further experiments are needed. We know the thing works. Now we need action, funds and a permanent program.

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APPENDIX A

ASSUMPTIONS & RECOMMENDATIONS (from Interns for South Dakota, by Thomas Maher. R D I P report, August 1971)

ASSUMPTIONS:

1. That the program should provide an educational opportunity for college students for "field experience" as well as a valued product for state government. Thus, the program should provide for an appropriate balance between the "learning" and the "working" components of the internship experience.

2. That the program should be established on a continuing basis.

3. That South Dakota students should be given equal access to applications – and each department within each school.

4. That the program should insure that an intern is selected for each slot who has the capabilities/knowledge which will be of use to the agency and which will match the intern's interests.

5. That the agency has self-interest in insuring that the intern will make a usable contribution.

6. That the student should have the assistance of academic/technical personnel in completing his project.

7. That the intern should be able to receive academic credit, if he so desires.

8. That the intern should be given some vehicle through which to communicate with other interns in state government, and/or to meet with governmental officials in a seminar-type arrangement.

9. That the state agency should think of the program as a means of obtaining better qualified permanent personnel.

RECOMMENDATIONS:

1. That the agency define what they expect to receive from each internship slot before they are assigned an intern.

2. That internship applications be centrally cordinated through the State Office of Personnel with application mailings processed and being directed to each member institution of the Academic Resources Council, and that a point (or points) of contact be established at each school.

3. That the participating governmental agencies and departments receiving interns have final selection powers.

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4. That the students in two-year, four-year, and graduate degree programs participate.

5. That a special internship application form be developed which breaks down the student's area of developing expertise and interest.

6. That the interns' stipend be matched on some basis, perhaps 50-50, by the agency and the sponsor(s), and that funding be found to support the sponsors' contribution to the interns' stipend. Among the alternatives are:

a. financial support from a federal or foundation source;
b. have each participating college or university contribute a small amount to an internship fund. This amount could possibly be defrayed in some way from the student's tuition;
c. develop a budgetary request through the normal legislative appropriation structure.

7. That slots be identified which will be available to interns in the various agencies with a description of what each job would entail.

8. That we start with either a program for legislative interns in the various committees of the South Dakota House and Senate, or among the legislative officials, such as the Majority Leader; or with second-semester interns in the executive agencies.

9. That the Academic Resources Council, through the central coordinator, arrange for the reception of college credit, and provision of faculty advisors, for the internship program – possibly with each college senate or other appropriate body.

10. That funding be found for seminar-type arrangements to enrich the interns' state government experience.

APPENDIX B

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pierre, south dakota - 57501

STUDENT INTERNS IN STATE GOVERNMENT (as of January 26, 1972)

Name, college, major	Pierre address, phone, hometown	Agency, legislator, etc.
Davis, Steve (SDSU) Political science	312 N. Jackson, 4-4155 White, S. Dak.	Reorganization, Dan Bucks, 4-3608
Gilbertson, Carol (Aug.) Nursing	217 N. Nicollet, 4-8534	Independent study
Hadden, Pat (Aug.) Nursing	217 N. Nicollet, 4-8534	Independent study
Hoesing, Mike (USD) History	810 LaBarge, 4-8554 Yankton,, S. Dak.	Planning/SEOO, Max Gors 4-3661
Jensen, Karl (Yankton C.) History/Sec. Educ.	200 N. Washington, 4-7444 Whitewood, S. Dak.	Regents, Dr. Francis Nickerson, 4-3455
Knudson, Dave (Harvard)	125 W. Pleasant, 4-5981 Yankton, S. Dak.	Sen. Don Bierle, 4-5981
Knutson, Darron (Aug.) Political science	Rainbow Ct.#3, 204 N. Euclid Jamestown, N. Dak.	Planning/SEOO, Max Gors 4-3661
Lewis, Claudia (SDSU) Political science	214 N. Madison Egan, S. Dak.	Governor's office, Ted Muenster, 4-3212
McDonald, Mike (Mt.Marty) History	620 W. Prospect, 4-2011 Yankton, S. Dak.	Highway safety/ASAP Dr.Roger Hagen & J. Morris Eckman, 4-3675
Morrisey, Mike (NSC) Economics	329 N. Euclid, 4-7853 Aberdeen, S. Dak.	Health, Harold Tommervik 4-3353
Nelson, Jane (SDSU) Political science	214 N. Madison Webster, S. Dak.	Regents, Dr. Francis Nickerson, 4-3455
Peterson, Mark (USD) Government	St. Charles Hotel, 4-5961 Sioux Falls, S. Dak.	I D E A, Bob Martin, 4-3307
Stevens, Bill (USD) Government	1031 W. Capitol, 4-8478 Rapid City, S. Dak.	Sen. Charles Donnelly 4-8478
Stevens, Jim (SDSMT) Political science	329 N. Euclid Rapid City, S. Dak.	Personnel, Bob Mullally 4-3326
Streff, Fran (Mt.Marty) Elementary educ.	1202 E. Capitol, 4-2416 Salem, S. Dak.	Public instruction, Pete Toohey, 4-3243
Sumner, Scott (St.Johns U)	510 E. Missouri, 4-8540 Watertown, S. Dak.	Sen. Harvey Wollman, 4-2270
Vande Voorde, Gordon (SDSU) Economics	St. Charles Hotel, 4-5961 Brookings, S. Dak.	Governor's office, Dan Bucks, 4-3608
Whitcomb, Mike (DSC) Speech & drama	216 N. 2nd Madison, S.Dak.	Highway research/planning Don Cordts & Wm.Voss, 4-3278
Wolf, Jess (Mt.Marty) Biology	St. Charles Hotel, 4-5961 Yankton, S. Dak.	Welfare, Bob Krogstad & Jerry Faris, 4-3610
Stanage, Jim (BHSC) History & Pol. sci.	303 E. Prospect, 4-2527 Grand Forks, N. Dak.	Governor's office, Ted Muenster, 4-3212

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APPENDIX C

STUDENT INTERN PRESS CONFERENCE

February 10, 1972

(In attendance: reporter from A.P. and KSOO, Steve Kaiser; Don Cordts, Highway Dept. Research & Planning, intern supervisor; Jane Nelson, intern for Board of Regents; Gordon Vande Voorde, intern, Governor's office (taxation); Steve Davis, intern, Governor's office (reorganization); Mike Hoesing, intern, State Economic Opportunity Office; Ted Kneebone, chairman, Student Intern Coordinating Committee)

The following is a transcript of part of a recording of the press conference:

KNEEBONE: What is decision-making on the level of the state legislature? How does it operate? Is it a valid method of reaching decisions?

NELSON: I've been impressed with how complex the decision-making process is. It is something that cannot possibly be put across in a state and local government textbook on a college level primarily because South Dakota differs from all the other states. The factors that go into the decision making are nearly incomprehensible. For as many constituents as there are in the state there are that many factors. I think that this has worked fairly well. It's a very open kind of legislature from what I can see. The committee hearings have been of a very high level. The testimony encompasses as many people who want to testify.

DAVIS: How an individual legislator would arrive at how he's going to vote on a given bill: I think party has a great deal to do with it and, to a certain extent, ideological disposition. Obviously, people are Republicans or Democrats for a reason . . . and part of this is probably an outlook on life. The party line vote is on bills which are not of great importance to the whole state of South Dakota. I think that there is some ideological similarity between Republicans that bond them together into one party and some ideological similarity that bonds Democrats together in the same party.

KNEEBONE: Do you see the party leadership bludgeoning their members into subservience on some of these issues?

DAVIS: Not to a great extent. Party leaders are very quick to explain the consequences of a vote on a certain thing, what this will mean to the election next November. From that point on after explaining to them what they're voting on, what the consequences of the vote will be, what the citizens of South Dakota desire on that particular issue, from that point on they have to let them go because if you push a person very much and coerce him into voting that person will begin to lose respect for himself and in his leadership. You have to respect a person's individuality.

As far as clientele groups, special interest groups, I am unable to completely evaluate this. It varies a great deal with legislators, quite a bit amongst clientele groups. The American Legion and the VFW are very active in some of these people's lives. When these groups come out and lobby for a specific program, they are therefore more open to that.

When you get someone like Mrs. Perrigo, who is very much a populist, and concerned about what the people are thinking, I am certain that this is her major consideration.

KNEEBONE: Is the legislative process a wieldy or unwieldy process? Is there some other way of getting it done better or quicker?

VANDE VOORDE: I don't feel that there are that many alternatives. One thing that's really impressed me the most up here is the scope in subject matter that these individuals are expected to take. 649 bills introduced into a 30 day session is a monumental load. It's a tremendous responsibility and a great work load to get their assignments done.

KNEEBONE: Is there any feeling among the legislators to do something about this problem of the load?

VANDE VOORDE: My personal opinion is that since these people are charged with a great responsibility, I think eventually we are going to have to have full-time legislators.

KAISER: What surprised you the most about Pierre? How is it different from what you expected?

NELSON: I am so impressed with the sincerity of the legislators, with how hard they do work. Gordon mentioned just a few minutes ago that this is a 24 hour a day job and these men are making an earnest attempt to deal with 649 different bills. There are so many very important kinds of legislation: taxation, reorganization, constitutional revision. I was somewhat susceptible to the common opinion that the legislators are incompetent. They come out 30 days and spend a few hours working and enjoy the social activities that go with it.

KAISER: Do you still think they're incompetent?

NELSON: I can't say that I am always impressed with competency. I can't say that they are all competent, but I am moreso impressed than I was before. They are making such a sincere attempt to deal with these problems.

HOESING: The thing that didn't really surprise me but that I have become aware of more is the amount of power certain individuals have and how that influences everyone. They are running the whole show. Certain members and chairmen of key committees determine what goes to the floor. To me that's where the power is. How that power is controlled determines what get's done here.

KAISER: How much influence do you think the governor has over the legislature?

VANDE VOORDE: The governor can apply a certain amount of persuasion but I believe that the legislature is pretty well immune to this.

KAISER: Would you say his power is limited?

VANDE VOORDE: Yes, quite limited, I'd say.

KAISER: How much power does the governor have to initiate programs, etc.?

VANDE VOORDE: I think that the legislature considers his proposals. He has the right -- and he should have the right -- to introduce a lot of legislation, a lot of key legislation. I think the legislature gives it a fair hearing.

HOESING: I think the governor is limited in the amount of persuasion to the strength of the party. The amount of influence the party can have is the amount of influence the governor can have.

KAISER: Do you think that if Governor Kneip were a Republican he would have a great deal more influence on the legislature?

VANDE VOORDE: I think there is a definite gap in philosophy here. The two parties do have definite differences in philosophy and it's rather apparent in the areas of taxation and reorganization.

KAISER: If you had to vote for the most effective and the best legislator who would you vote for in the House and in the Senate?

3 STUDENTS: Homer Kandaras (with a decided expression of glee!)

HOESING: The most effective, I'd have to say somebody like Schrag or Grams; as far as the best I'd say Kandaras.

KNEEBONE: You're really asking two questions, aren't you.

DAVIS: Homer Kandaras is a second party in the Senate. He's constantly speaking out and presenting a different alternative. As far as presenting an alternative, Homer Kandaras is the one who is doing that most consistently.

KAISER: Should the governor always have his party in power in the legislature?

DAVIS: Very much so. The governor and the legislature working together can get a program through. The people in S. Dak. can pinpoint just exactly who is responsible for that program, how that program was enacted. If they don't like it they can say "clean the slate". We're going to put in the other party in the legislature and they can try their programs.

NELSON: This is the first thing I thought of when we were talking about the influence of the governor. The governor really does not have that much power, especially since this is an election year and most of those people upstairs are looking to get rid of this governor and get one of their own party in. This is so apparent in nearly everything they vote on. I think Governor Kneip really has not resorted to "strong arm" tactics.

KAISER: What was the most disappointing thing that has happened? Particularly when comparing what you know in the classroom and what you found here in Pierre.

DAVIS: For me, it was how little time they were able to spend in committees and how little information and background they were able to get on bills. Major pieces of legislation received maybe 15 minutes of hearing in a committee.

NELSON: In one committee they said "25 words or less" on this bill.

VANDE VOORDE: It's kind of disappointing that one man can tie up the whole legislative process. For instance, a committee chairman can virtually kill a bill by just not mentioning it.

DAVIS: That's why its important to have a two party government. In 1952 when there were only two Democrats in the House and none in the Senate there was no chance of making people go on record on certain bills. Now, it is possible to "smoke out" a bill and make the other party go on record.

KAISER: If you had to make one clear-cut recommendation of change in the legislative system, what would that recommendation be?

VANDE VOORDE: Go to a fulltime legislature.

DAVIS: Do far, far more background work on individual bills.

VANDE VOORDE: They don't even pay any attention to their staff. This taxation issue has been studied to death. They have spent thousands of dollars in studies trying to decide what's an equitable and fair tax. Yes, the legislature decides that they don't have enough information. Everyday there are at least three studies that LRC is asked to do.

KAISER: How effective do you think the Legislative Research Council is?

VANDE VOORDE: I think it's a tool of the majority party in the legislature.

DAVIS: You were talking earlier about the governor's power to influence. I think you have to go back to the Wilsonian tactic of if the legislature won't adopt what you want as governor, you go to the people. This is where the governor's power does lie, if it lies anywhere.

APPENDIX D

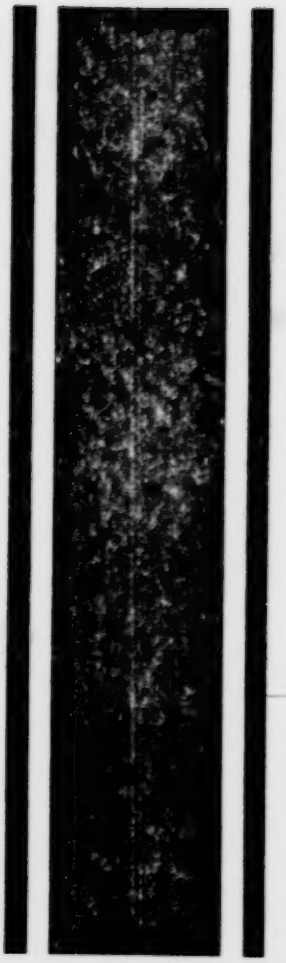
directory of

STUDENT INTERNS

in

south dakota state government

summer 1972



compiled by

Ted Kneebone, intern coordinator

south dakota
student
intern
coordinating
council

state capitol
pierre, s. dak. 57501

A FEW WORDS ABOUT THE SOUTH DAKOTA INTERN PROGRAM . . .

The South Dakota student intern program is now one year old.

Last summer's program enrolled ten students and was jointly sponsored by the Resource Development Internship Project and the South Dakota Academic Resources Council. Tom Maher, an intern himself, was the general supervisor of interns.

During the 1972 session of the state legislature, twenty student interns participated in a program sponsored by the same two organizations, plus a new ad hoc committee to assist in some of the policy-making decisions. The initial members of this committee included: Dr. Richard Gibb, Commissioner of Higher Education; Robert Mullally, Director of the state Division of Personnel; Ted Kneebone, Director, Crime and Juvenile Delinquency Information Center, and two students: Jess Wolf, Mount Marty College, and Karl Jensen, Yankton College.

The summer 1972 program has enrolled thirty students, twenty-three of whom applied for certification by the Resource Internship Project. The others participated actively in the program, but did not request certification. There were at least five other interns working for various agencies of state government who were either unaware of the program or preferred not to participate.

The ad hoc committee used during the legislative intern program was made official thru Executive Order of Governor Richard Kneip, dated May 31, 1972. Makeup of the new Student Intern Coordinating Council included Gibb, Mullally, and Kneebone (now Director, S. Dak. Administrative Library and Information Center of the State Planning Agency), plus Frank Smith, Economics Department, Huron College; Robert Fuller, Coordinator, Cooperative Field Education Program, University of South Dakota; and three students: Roy Wise, University of South Dakota; Bob Ryan, Dakota State College; and Morgan Simpson, Augustana College.

Among other things, the Council has as its immediate objective the drafting of a comprehensive plan for a statewide program of student internships. It is planned that this document will be ready to present to Governor Kneip in advance of the next session of the state legislature. It is our hope that the major features of this state plan can be implemented by next year at this time.

Ted Kneebone, Intern Coordinator
S. DAK. STUDENT INTERN COORDINATING COUNCIL
August 28, 1972

SOUTH DAKOTA INTERN PROGRAM
Directory of interns & agency projects
Summer 1972, Pierre, South Dakota

* **Student has not requested RDIP certification.**

SOUTH DAKOTA ARTS COUNCIL
108 West 11th Street, Sioux Falls 57102
Mrs. Charlotte Carver, Executive Director — 336-8050, ex 685

Judy Pugh
summer home: 300 West 11th Street, Sioux Falls 57102 — 336-3660
home: 212 North Tyler, Pierre 57501 — 224-4127

Degree expected: Bachelor of Music Education, University of S.Dak., May 1973
Activities, etc.: Alpha Lambda Delta, Elsie Julian Sargeant Scholarship, Mortor Board, Vice Pres., Mortor Board Scholarship, University Choir

Project title & description: The position as an RDIP intern in the South Dakota Arts Council in Sioux Falls, SD involves learning arts administration under Mrs. Charlotte Carver, the Executive Director, Federal grants are administered for furthering arts programs in South Dakota.

My particular projects involve scheduling Young Audience concerts and the Rent-A-Poet project in the schools systems for the 1972-73 school year.

General knowledge about the operation of the South Dakota Arts Council office and the tasks involved in its working are also part of my job.

OFFICE OF THE BUDGET
State Capitol, Pierre 57501
Henry J. Decker, State Budget Officer — 224-3411

Cindy Ball
summer home: Box 464, Pierre 57501
home: Box 464, Pierre 57501

Degree expected: Government, Law Enforcement, University of S.Dak., 1974

Project title & description:
Miscellaneous research in various areas for South Dakota and states requesting analytical material. Also co-writer in a series of issue papers.

OFFICE OF THE BUDGET (continued)

Danny Crippen
summer home: Renee Trailer Court No. 30, Pierre 57501
home: same

Degree expected: Government-Math, University of S.Dak., 1974

Project title & description:
To complete a series of issue papers on various state departments and programs with budgetary emphasis.

Tim Schreiner
summer home: 123 Lakeview Drive, Pierre 57501 224-2136
home: 224 S. Congress, Aberdeen 57401 225-1563

Degree expected: B.S. in Soc./Political Science, University of S. Dak., Dec. 1973
Activities, etc.: Student Representative to Soc. Faculty.

Project title & description:
To complete a series of issue papers on various state departments and programs with budgetary emphasis.

Harlow Hyde
summer home: 517 N. Grand Ave., Pierre 224-2539
home: same

Degree expected: B.A., Jan. 1970; M.B.A., May, 1972, University of S.Dak.
Activities, etc.: Pi Sigma Alpha; Vice President, MBA Association, University of S. Dak.

Project title & description:
Revise methods of estimating general fund tax revenues.

BOARD OF CHARITIES & CORRECTIONS
State Capitol, Pierre 57501 224-3215
J. D. Parkinson

Steven Long
summer home: 1110 E. Broadway, Pierre 57501 224-7738
home: same

Degree expected: B.A. Sociology, University of S.Dak., Spring 1973

Project title & description:
Legislative Drug Abuse Study - to determine whether South Dakota needs a drug rehabilitation center or centers.

STATE ECONOMIC OPPORTUNITIES OFFICE
State Capitol, Pierre 57501 224-3663
Max Gors, Attorney at Law

Arlie Brende
summer home: 205 N. Buchanan, Pierre 57501
home: 112 E. Cherry No. 5, Vermillion 57069 624-4381

Degree expected: Political Science, Augustana College, Sioux Falls, 1969; Juris Doctorate, University of S.Dak. Law School, 1973

Project title & description:
An analysis of the legislative effect on poverty conditions in South Dakota.

David Carter
summer home: 205 N. Buchanan, Pierre 57501
home: Freeman 57029 327-3414

Degree expected: B.A., St. Olaf College, 1967; J.D., University of S.Dak. (Law)

Project title & description:
Analysis of the legislative effect on poverty conditions in South Dakota.

Neil Carsrud
summer home: Pierre
home: 204 Sylvan Circle, Brandon 57005 582-3254

Degree expected: Political Science, South Dakota State University, 1968; J.D., University of S.Dak. Law School, 1973

Project title & description:
Analysis of the legislative effect on poverty conditions in South Dakota.

DEPARTMENT OF GAME, FISH & PARKS
Dept. of Wildlife & Fisheries Sciences
South Dakota State University, Brookings 57006 688-6121
Carl G. Trautman

William J. Williams
home: Hillcrest Mk. Tr. Park, Brookings, South Dakota 57006 692-4235

Degree expected: B.S. pre-medicine (chemistry), South Dakota State University, 1974
Activities, etc.,: Anatomy Lab. Assistant, guitar instructor, tennis, handball, Karate Club.

Project title & description:
Wetlands Inventory - Lake County. My project is to classify and enumerate the potholes in every square mile in Lake County according to size and type. This information, as well as a record of drainage ditches and other information is obtained mainly from a series of aerial photographs. After the data is synthesized in report form, a conservationist will have evidence of existing potholes and wetland drainage. The information will also be useful for approximating the waterfowl-production potentiality of any area in Lake County.

GOVERNOR'S OFFICE
State Capitol, Pierre 57501 — 224-3212
Ted Muenster

Don Porter
summer home: 420 N. Central, Pierre 57501 — 224-2017
home: same

Degree expected: B.A., Government, University of Notre Dame, 6/21/72.

Project title & description:
I would not describe my work as an intern as one project; rather it is many often unrelated assignments and short-term projects. These include, but are not limited to, drafting answers to letters, writing press releases, coordinating meetings and events, and legislative research. This intern position is usually very interesting because of the great variety of matters that are handled through the Governor's office.

STATE HEALTH DEPARTMENT
Office Building No. 2, Pierre 57501 — 224-3361
Robert H. Hayes, M.D.

***Mary Simmons**
summer home: 2008 E. Broadway, Pierre 57501 — 224-7563
home: 112 S. 6th, Laramie, Wyo. 82070 — 307-742-4968

Degree expected: B.S. in microbiology, June, 1972
Activities, etc.,: Spurs, Phi Kappa Phi, Gamma Delta Sigma

Project title & description:
Survey of PKU testing in South Dakota to determine what is presently being done in South Dakota regarding PKU testing in newborns and determine whether or not there is a need for regulations for PKU testing. If a need for regulation is determined, recommendations for this regulation will be made.

COMMISSION ON HIGHER EDUCATION FACILITIES
State Capitol, Pierre 57501 — 224-3458
Alpha Braunesreither, Executive Secretary

Morgan C. Simpson
summer home: 417 West Second, Pierre 57501 — 224-5001
home: Rural Route 2, Herman, Minnesota — 612-563-4687

Degree expected: Economics, Augustana College, 1974
Activities, etc.: Principal co-curricular activities include forensics and student government; various honors and awards have been given for outstanding performance in the area of forensics.

COMMISSION ON HIGHER EDUCATION FACILITIES (continued)

Project title & description:
Research Methodology – Physical Facilities. The project is designed to attempt a qualification of physical facilities on public and private colleges and universities of South Dakota, as a part of a statewide comprehensive facilities planning grant. A rating form is being designed using criteria for evaluation to be used in researching the "suitability" of space to current usage and programs. The project involves work with the committee and travels to campuses for indepth space analyses. One campus is to be selected as a pilot project and a report is to be given on the feasibility of the instrument to be used in next year's activity. Assistance is also being given to revising the current operations manual on collecting inventory data, normal administrative functions of the office, and other duties that relate to Federal grant programs.

DEPARTMENT OF PUBLIC INSTRUCTION
804 N. Euclid
Bob Miller

Mark Marshall
summer home: 116 W. Broadway, Pierre 57501
home: 505 2nd Ave., Flandreau 57028

Degree expected: B.S. Chemistry, South Dakota State University; M.D., University of Miami.

Project title & description:
Implementation of environmental education in elementary and secondary school curriculum in South Dakota.

LABOR & MANAGEMENT RELATIONS
State Capitol, Pierre 57501 224-3681
Henry Carter

Roy A. Wise
summer home: 639 N. Euclid, Pierre 57501 224-4280
home: same

Degree expected: B.S.B.A., Creighton University, Accounting, May, 1971; J.D., University of S.D., Law, May, 1974.

Project title & description:
Up-dating and revising Workmen's Compensation Act.

LEGISLATIVE RESEARCH COUNCIL
State Capitol, Pierre 57501
Mike Ortner

***Jim Abbott, Jr.** **Project title & description**: Research and staff work for Interim Committee on Taxation; Constitutional Revision Com.
summer home: 219 North Highland, Pierre
home: Box 268, Irene 57037 263-3618

Degree expected: B.A. Government, University of S.Dak., 1970; J.D., Law School, University of S.Dak., 1974.
Activities, etc.: Honorary History and Gov. Fraternities, Lambda Chi Alpha Social Frat. V-P, Sec. Spanish Club, Bd. of Directors Young Democrats, Student Union Addition Committee, Co-chrm. Students for Kennedy, 1968.

LEGISLATIVE RESEARCH COUNCIL (continued)

***William Bowen**
summer home: 503 S. Jackson, Pierre 57501
home: 100 S. Sycamore, Apt. 1, Vermillion 57069

Project title & description:
Research and staff for Local Government Study Com.

Degree expected: B.A. from the University of S.Dak., Government Major, June 1971; J.D. from University of S.Dak. in Law, June 1973.
Activities, etc.: Pi Sigma Alpha, Government Honorary.

***Harry W. Christianson**
summer home: 205 Buchanan, Pierre 57501
home: 327 N. Pine, Vermillion 57069

Degree expected: Kemper Military College AA-1969, USD BS-1971; USD Law, JD-1974.

Project title & description:
General research and staff for Interim Committee on Taxation.

***Russ Cranston**
summer home: No. 30 Renee Trailer Court, Pierre 57501 224-4937
home: R.R. No. 1, Redfield 57469

Degree expected: USD, Government, May 1973.

***Jay Leibel**
summer home: 205 N. Buchanan, Pierre 57501
home: 1075 Creole Drive, Brookings 57006 692-5947

Degree expected: SDSU, Pol. Sci., B.A., June 1971; USD Law, June, 1974.

Project title & description:
Research and staff work for committees on education, agriculture, and natural resources.

***John T. Porter**
summer home: 205 N. Buchanan, Pierre 57501
home: same

Project title & description:
Research and staff for Interim Judiciary and State Affairs Commitees.

Degree expected: USD, B.A. in Government, 1971; USD, J.D. in Law, 1974.
Activities, etc.: Cum Laude graduate, Phi Sigma Alpha (government honorary society), Phi Beta Kappa.

COMMISSION ON MENTAL HEALTH & MENTAL RETARDATION
116 N. Euclid, Pierre 57501 224-3438
Norman Van Klompenberg

Carol Chalberg
summer home: Tower Apts., 1100 E. Church, Pierre 57501 224-4942
122 Pinedale Dr., Rapid City 57701 343-0674

COMMISSION ON MENTAL HEALTH & MENTAL RETARDATION (continued)

Degree expected: B.A., South Dakota State University, political science and journalism, spring 1974.
Activities, etc.: Collegian staff reporter, dorm housing student assistant, Hobo Day assistant public relations chairman.

Project title & description:
Public relations for the Commission. The project involves traveling to all mental health centers and training adjustments centers, interviewing the personnel, and writing newspaper articles about the centers. A pamphlet on mental health services in the state is also planned.

SOUTH DAKOTA MUNICIPAL LEAGUE
222 East Capitol, Pierre 57501 — 224-8654
Ronald F. Williamson

Edward J. Leahy
summer home: Box 602, Pierre 57501 — 224-4937
home: 6-3rd Avenue Northeast, Watertown 57201 — 886-5204

Degree expected: B.A. Government, University of S.Dak., May 1973.

Project title & description:
Property Tax Survey, Municipal Publications Listing, Study of Tax Exempt Property in South Dakota, Highway User Revenue Study, Study of Municipal Golf Course in South Dakota, Development of a Pilot Program for Central Purchasing System for Municipal Government.

DIVISION OF PERSONNEL
State Capitol, Pierre 57501 — 224-3326
Gary Crever, Bob Mullally

Project title & description:
All students assisted with the compensation-classification study.

Bob Ryan
summer home: 504 West Capitol, Pierre 57501 — 224-4238
home: same

Degree expected: Non-teaching, Dakota State College, Major: Social Science, Minor: Political Science, May, 1973.
Activities, etc.: Special representative to Federation of Student Governing Bodies, Higbie Hall President, Asst. Editor school paper, Rep. to Student Senate, Rep. to Inter-dorm Council, Sports editor - Madison city paper.

Project title & description:
Classification - Compensation Study. Our job includes compiling data for reference in accord with future legislation in the areas of classification - compensation.

DIVISION OF PERSONNEL (continued)

Fred Lillibridge
summer home: 309 E. Prospect, Pierre 57501
home: same 224-7237

Degree expected: B.S., History, Education - University of S.Dak., May 12, 1973.
Activities, etc.: Christol History Award, School of Ed. Dean's List, Phi Alpha Theta (history honorary), American Historical Association.

Lynn A. Klocker
summer home: 723 North Grand, Pierre 57501
home: Brookings 57006 224-2853

Degree expected: South Dakota State University, Speech-Drama, May 1973.
Activities, etc.: Student Government, Drama Activities, Dance Club.

Gary L. Simon
summer home: 110 E. Prospect, Pierre 57501
home: Box 7, Lebanon 57455 224-2507
768-2841

Degree expected: B.S. in Civil Engineering, S. Dak. School of Mines
Activities, etc.: Immediate past member SDSM&T Board of Control and Surbeck Union Board, Who's Who in American Colleges and Universities, Executive Secretary of South Dakota Fed. of Student Governing Bodies, Member, Gov's Council on Children and Youth.

Project title & description:
Classification and Compensation Study for State Employees.

STATE PLANNING AGENCY
State Capitol, Pierre 57501
Joseph J. Borich 224-3661

Prudence Ann Slaathaug
summer home: Ft. Pierre 57532
home: same 223-2680

Degree expected: B.A. Psychology, Columbia University, Barnard College, Jan. 1975

Project title & description:
Mr. Borich and I are responsible for writing the Comprehensive Mental Health and Mental Retardation Plan to be included in the Comprehensive State Plan for South Dakota.

SOUTH DAKOTA BOARD OF REGENTS

State Capitol, Pierre 57501 — 224-3455
Dr. Francis B. Nickerson

Richard C. Buckles
summer home: 205 Cedar, Ft. Pierre 57532 — 223-2345
home: 36 Evergreen Court, Vermillion 57069 — 624-8528

Degree expected: B.S. in Business Administration, University of S.Dak., Major in Accounting, 1974; Master of Business Administration and Juris Doctor, University of S.Dak., 1973.

Project title & description:
Initiate the preparation of an administrative code for the Board of Regents by compiling policies contained in minutes of Board meetings, expanding on present policy where necessary, reducing present unwritten policy to writing, drafting new policy where necessary and incorporating applicable provisions of South Dakota Law either in summary or by reference.

CITIZEN'S COMMISSION ON EXECUTIVE REORGANIZATION

State Capitol, Pierre 57501 — 224-3608
Dan Bucks

Harley T. Duncan
summer home: 106 S. Poplar, Pierre 57501 — 224-7606
home: Highmore 57345 — 852-2289

Degree expected: B.A., Political Science, SDSU, May 1972.
Activities, etc.: Phi Kappa Phi - national honorary fraternity, graduation with highest honors, dormitory government.

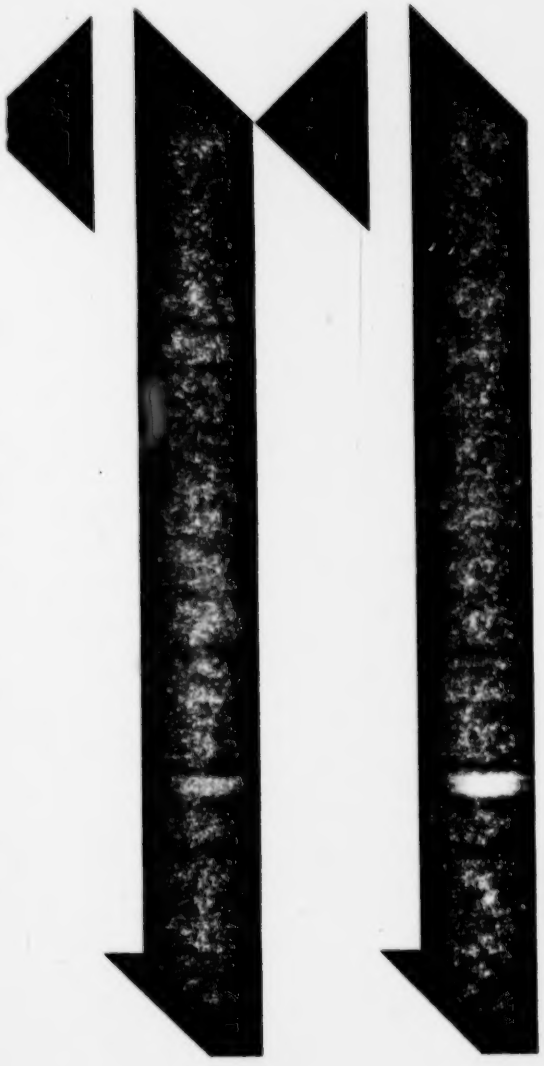
Project title & description:
The project consists of a study of personnel reorganization to include a detailed analysis of the present structure, an inventory of the programs in other states and the drafting of alternatives to be presented for discussion to the Commission. The project also consists of research into other fields of state government reorganization as they are being discussed by the Commission.

SOUTH DAKOTA STUDENT INTERN CONFERENCE

DECEMBER 7 - 8, 1972

HOLIDAY INN–AIRPORT

SIOUX FALLS, SOUTH DAKOTA



GENERAL INFORMATION

PURPOSE

The utilization of student internships has increased tremendously in South Dakota and across the nation. There are many aspects in the establishment and administration of intern programs that are of a common nature and of mutual concern to many people. The key to dealing with these concerns is the sharing of ideas on how to implement them. Through panel discussions and group participation the Conference hopes to provide an opportunity to exchange those ideas.

REGISTRATION

The registration fee is $10.00 which will provide for handout materials, coffee, an evening meal and incidental costs.

ELIGIBLE PARTICIPANTS

This Conference is designed for anyone interested in the concept of student intern programs at any level. This would include educators, employers, students, elected officials, and intern administrators.

HOUSING

Housing is the responsibility of the individual participant. It is suggested that reservations be made at the Holiday Inn-Airport, Sioux Falls, South Dakota.

TRANSPORTATION

The Holiday Inn limousine is available to transport those participants arriving at the Sioux Falls Airport. The Inn is located two miles from the airport.

SPONSORSHIP

This Conference is being co-sponsored by the University of South Dakota, the South Dakota Student Intern Coordinating Council, the South Dakota Academic Resources Council, and the Resource Development Internship Project.

It is made possible by a grant to the University of South Dakota and the Institute of Public Affairs from Title I of the Higher Education Act of 1965 by the South Dakota Board of Regents.

This Conference will not be restricted by a formal time schedule to allow for maximum opportunity to discuss the topics listed below and related items. However, registration will be held from 8:30 - 9:30 a.m., December 7, 1972 at the Holiday Inn-Airport, Sioux Falls, South Dakota.

Thursday morning, December 7th will be used to discuss:

1. What is an internship?
2. How do the participants in an internship view it?
3. How does an intern program get started? (college, state and employer programs)

Thursday afternoon discussions will cover:

4. How is an intern program funded?
5. Internship Communication - The key to a successful internship.

Thursday evening will be devoted to a pool-side meal under the Holiday Inn Solar Dome. This will also provide an opportunity to discuss related topics not a part of the Conference program.

Friday morning, December 8th beginning at 9:00 a.m. the Conference will present the Resource Development Internship Project and its evaluation of previous South Dakota Intern Programs.

Following this there will be a critique session of the proposed South Dakota State Intern Plan written by the S. D. Intern Coordinating Council. It is hoped that there will be substantial discussion by the Conference participants on this proposed state plan.

To date featured discussion leaders are:

Mr. Mike Hart, Director, Georgia State Intern Program

Mr. Lee Cheany, Associate Director, Resource Development Internship Project

Mary Des Roches, Director, Governor's Intern Program of Minnesota

Mr. Ted Kneebone, Chairman, South Dakota Student Intern Coordinating Council

Mr. Robert Fuller, Coordinator, University of South Dakota Cooperative Education Program

Dr. Francis Nickerson, Associate Commissioner of Higher Education, South Dakota Board of Regents

APPENDIX E

APPENDIX F

Communication - The Key To A Successful Internship

Robert Fuller

South Dakota Student Intern Conference
December 7-8, 1972
Sioux Falls, South Dakota

I have titled this presentation "Communication - The Key To A Successful Internship" because I feel very strongly that is exactly what it is - the key to any successful intern experience. And before I start on the specifics of internship communication I would like to state that in support of the objectives of internships, communication becomes a three-way effort:

1. to seek the most appropriate employer for the student;
2. to seek the most meaningful work-experience possible for the student's personal and professional development;
3. to be sure that the employer gets a student with whom he can develop his manpower needs.

Internship communications can be classified into categories dependent upon their function and origin. One group is office oriented, such as letters, brochures, interviewing students, counseling, etc. Another group of communications is field oriented that involves visitations with students at their work sites, the development of work opportunities and employer programs, and the perpetuation of good relations between the employer and the school.

I want to point out that the following areas of communication are what I feel is necessary in an internship. This does not mean that in every day practical application they will all function properly or be effective but they should be discussed.

As you can see from the chart I have handed out to you the intern is surrounded by all kinds of people wanting to talk to him and the following is my idea on the order of communication that should take place in any internship.

1. Orientation is an important step in introducing the student to the values of an internship and making him aware of his responsibilities. At this time the student may be notified of his eligibility to participate in the internship program and of the employment opportunities in which he may be interested. Movies, lectures, interviews with active interns, printed material and seminars are all avenues of portraying the story of student internships. Encouraging prospective students to discuss the internship with their parents can reduce possible misunderstandings at a later date.

2. Student personal data recorded on an application is the first step in becoming acquainted with the individual student. Additional information such as job experience, objectives, and professional goals are significant in reviewing a student's intentions.

3. An interview with the school coordinator is an extremely important form of communication. Accurately identifying personality traits and characteristics of an individual student and correlating his talents with an employers needs provides a cornerstone in the building of a successful career. Interviewing requires a skill gained by experience and its importance must not be overlooked.

4. Through the company application forms, the student's interests are made known to a prospective employer. But an interview with the student by a representative of the prospective employer either on or off campus is an evaluation of the student for a specific employment objective. The campus interviewer and the employer interviewer, together as a team must make a successful

prediction of the student's capabilities if there is to be a successful assignment of the student.

5. The notice of acceptance of a student by an employer delivered to the student and the coordinator identifies the start of a new experience. A campus coordinator should stay close to the employer's decision making process so as to be aware of their acceptance or denial of the student. The rejection of the student should be known early to identify the alternate steps that need to be taken on the student's behalf.

6. Grade reports to the employer keep him fully informed of the academic progress of the student. The employer should be aware of a student's progress, not only for his grade-point progress but to learn what courses the student most recently completed. Hopefully, the employer can incorporate a work activity to take advantage of the most recently learned knowledge.

7. Benefit of academic credit on the official school transcript by showing each work experience aids the student in evaluating his professional development.

8. A confirmation to the campus coordinator to verify that the student has reported for work should be supplied by both the student and the employer. Also, the student address for mailing while off-campus should be confirmed. The student should give a description and evaluation of his new work assignment to assure his understanding of its objectives. Having a student express himself early in his work period allows time for a

correction of either a mistaken assignment or a misunderstood objective.

9. The employer's entry orientation to the work assignment is very important. This is the time to make certain that the student fully appreciates the purpose of his assignment and of his position within the company. His physical comfort, his psychological adjustment, and his learning satisfactions must be considered if the student is to be satisfied, receptive and aware of the opportunities of his experience.

10. A campus coordinators visit to the student's work site should be given to a very high priority. Highest priority should be given to those students who are on their first work experience and with those employers with which the least amount of experience has been accumulated. A very high reward in public relations can be achieved to the benefit of the college or university by visitation to the employer and in promoting the student's awareness of the concern with and the value placed upon his work experience.

11. A performance evaluation submitted by the employer at the end of the internship should be required. A simple questionnaire can be used to identify the strength and weakness in the behavior of the student. This gives the campus coordinator information to assist the student in correcting his weaknesses or in developing his strengths.

12. A work report written by the student should be submitted to the campus coordinator. A review of what the student has done, the learning which has occurred, and a critique on the value of the experiences emphasizes and summarizes the educational objectives. This is an opportunity for the student to express himself and to evaluate his professional development.

13. An employer exit interview is extremely important and affords the opportunity to review both the performance evaluation and work report of the student and to get from the student a candid expression of his evaluation and learning. The same interview should be repeated by the campus coordinator when the student returns to school. These two interviews, covering the same material, should keep both the employer and the campus coordinator fully appraised of the student's progress. It is at this time that the student's progress can be critically reviewed.

14. An employer visit to the student while he is on campus is seldom practiced. If the employer's representative visits the student on campus, the student's appreciation that both the employer and the school are very much concerned about his development will be reinforced.

15. A certification of completion is the last and perhaps the most appreciated communication. A permanent and official recognition either as a separate paper or as a notation on the transcript or even diploma is recommended.

The above chronology of communications represents only the primary highlights. Some of the elements are repeated frequently as the

package of communication recycles through each work experience including: check-in at the employer, the confirmation back to the campus, visitation by the campus coordinator to the work site, the performance evaluation and work report, and reviews by the employer and the campus coordinator.

If the above chronology of communication is well done, a high level of achievement of and appreciation of the objectives of an internship can be realized. The employer-school relationship, the student-coordinator relationship and the individual satisfactions of all will reach their zenith if the employer, the school and the student are <u>well informed</u> at all steps.

APPENDIX G

The Resource Development Internship Project and the South Dakota Student Intern Program

Lee Cheaney, Associate Director, RDIP

South Dakota Student Intern Conference

December 7-8, 1972

Sioux Falls, SOuth Dakota

Before I address myself to the 1972 South Dakota Internship Program Evaluation, I thought I would take a few minutes to give some background on the regional programs and on the MACHE RDIP.

Many of you here are familiar with the regional programs so I'll be brief. All of the regional Intern groups -- Southern Regional Educational Board in the South, The New England Board of Higher Education, The Western Interstate Commission for Higher Education's Resources Development Internship Program, and the Midwestern Advisory Committee on Higher Education's Resource Development Internship Project receive funds from the U.S. Department of Commerce, Office of Economic Research -- Economic Development Administration. These funds are granted for the development and administration of 12 week summer Internships in Economic and Community Development.

South Dakota is a member of the Midwestern group, MACHE, which administers the Resources Development Internship Project. Our offices are located on the Indiana University Campus in Bloomington

Midwestern RDIP is the youngest of the regional Internship Programs. We received our first EDA grant in January of 1971 which provided support for 49 interns. Ten of those were in South Dakota We have molded our program similar to those already successfully operating in the other regions -- particularily those of SREB to the South and WICHE to the West.

RDIP operates with three broad objectives:

1. To provide skilled temporary student manpower to midwestern communities and organizations;

2. To provide opportunities for students to pursue challenging professional level projects as well the occasion to demonstrate their abilities, to participate in solving social and economic problems, and to explore career possibilities; and

3. To provide additional avenues of communication between midwestern colleges and universities and local social and economic development programs.

RDIP Interns complete 12 week summer task oriented projects designed by the local host agency. The student works under an appointed project supervisor and in most cases has the additional resource of a project advisory committee. The students must be citizens of the United States and must not have other jobs or be enrolled in course word during their internships. All RDIP Interns must have completed their sophomore year and be enrolled in an accredited institution either the semester or quarter preceeding or following their internships. Incidently, of the RDIP interns in 1972, there were approximately 50% undergraduate and 50% graduate students.

Students receive stipends in the form of educational grants which are tax free in most instances.

In addition to the 3 goals I have mentioned earlier, RDIP has an additional aim and that is aiding the development of antonomous State Intern Programs where ever possible. In our 12 state region, South Dakota is perhaps the leader in the development of a coordinated state effort and RDIP would like to believe that the success of the 1971 pilot involving RDIP interns played a role in this process.

During the summer of 1972, RDIP certified 75 interns throughout the Midwestern States and 23 of those projects were here in South Dakota. Of the 23 projects, 12 were partially supported by an RDIP grant and the additional 11 received RDIP certification on the basis of project design and successful completion of projects by the interns.

I'd like to comment briefly on the reports. About 70% of the students felt the reports were useful in organizing the results of the projects and that report preparation added to the educational experience of the internship.. A number of students recommended that projects that would not lend themselves to reports should still be considered and that perhaps a mechanism could be developed to includ them in the program.

When asked to rate a series of functions in terms of importance to the projects -- 62% felt abilities in field research were crucial 62% saw public relations as crucial -- 54% found abilities in writi and generation of new ideas crucial. Over 60% felt that abilities in administration, technical analysis and coordination of professional abilities were important. Only 15% of the interns saw supervisory techniques as important in their projects and the function or ability the students found the least important was fund raising.

100% of the responding students felt that the internships had increased their confidence to assume responsibility, think constructively, and to deal with other professionals and citizens affected by public agencies.

Only 15% of the students felt that the project required more time and energy than should be expected of an intern. 85% felt on completion of the project that they could be successful in a public service career and 77% of the students felt they would be happy in a public service career. 100% reported the internship as a rewarding professional and educational experience, and 23% thought interns should receive higher stipends. I suspect that percentage will be higher when we have looked at all our data.

In general the remarks of the host agency supervisors and

In order to have some insights into the impact of the Intern experience, we administered three sets of questionnaires during our 1972 project period. All interns were asked to complete a pre-project questionnaire which they received at the beginning of their appointment and a post-project evaluation form at the end. In addition, RDIP asked all supervisors and project committee members to complete an evaluation form at the end of the summer. While we haven't gone through and looked at our data as yet, we are very pleased with the returns. Incidently, the formal evaluation document should be ready in the next few months and if any of you would like a copy, let me know and I'll see that you get one.

When Bob asked that I come to this conference, I pulled the South Dakota information and went through it for trends and recomendations that we might want to discuss with you here.

Some background information first. Of those students returning our evaluation materials, 15.4% had previous Internship experience while for 84% the project was their first internship. About 70% felt that they were at least adequately prepared for their projects and of those feeling they weren't prepared academically, about 62% felt they had been able to acquire the skills needed during early stages of the projects. I remember one student wrote that he had "crammed a six weeks statistic course into a two day period".

100% of the responding students felt that the adivsory committee was uncertain about its role. The range was from 23% agreeing mildly about the committee uncertainity to 62% agreeing strongly. Those students on projects which had an active advisory committee (About 30%) felt that the committee was extremely useful. The committee has a clear understanding of the projects and made them-

selves readily available to the students. Almost 40% felt that the advisory committee served little or no function. Typical of these remarks is "What Committee?" RDIP will continue to encourage the use of the project advisory committees. When they work, they are very effective and can be of great benefit to the credibility of the intern in the community. Incidently, while over 61% of the South Dakota Interns recommended modifications of the committee, only 15% suggested its elimination.

The students were very positive to questions regarding the interns impressions of the host organization and their roles there. 93 % of the students felt their agency hosts had clear understanding of their projects -- 100% agreed the supervision was useful, 54% agreed strongly. 84% of the students had a part to play in shaping the goals of the project and 93% responded they had had an important part in shaping the methods. Over 85% of the students felt that the host organization had considered the internship as integral to the central purposes of the organization, and had assigned a high degree of importance to it. Over 90% felt that other people related to the project but outside the host organization were cooperative.

Not all the responses were that positive. 30% felt that the progress on their projects was hindered by conflicts within the host organization -- 38% felt that they had been used to perform too many routine nonanalytical tasks that were unrelated to the project. I think in general, from the response, we have to date, the hosting organizations in South Dakota have been extremely cooperative and interested in maximizing the internships as both a learning experience for the student and a service, to the organization and the community.

committee members were very positive. They used phrases like, and I quote ---

"If the program as it is presently constructed can continue to provide highly motivated skilled individuals as we have received, we will be more than satisfied."

"I had no thought of even considering an intern for full time employment until his performance impressed me as being clearly exceptional. He is a most valuable staff addition."

When asked if the intern would be an asset to the organization if employed full time, 100% responded yes. Over 80% of those returned questionnaires from agency and committee people felt the advisory committee should neither be eliminated or modified. Perhaps these figures reflect the fact that some were filled out by committee members that apparently enjoyed their involvement. Several of those questioned felt the committee was a key feature that should be used more rather than less.

Perhaps the best measure of agency response in regard to the internship experience is that every agency expressed a desire to participate in the '73 program. I believe that the 1972 projects were of educational benefit both to the students and the hosting agency. And even in those few cases where the results look negative it has still been a valuable educational experience to the student and that is our main objective.

APPENDIX H

SOUTH DAKOTA STUDENT INTERN PROGRAM

State Plan

as written by the

South Dakota Student Intern Coordinating Council

SOUTH DAKOTA STUDENT INTERN PROGRAM

The South Dakota Student Intern Program was established May 31, 1972 by an Executive Order issued by Governor Richard F. Kneip. The Program is administered by the South Dakota Student Intern Coordinating Council with the South Dakota Department of Administration - Division of Personnel as its fiscal agent.

The purposes of the South Dakota Student Intern Program are:

1. to provide students with off-campus work experiences that are supplements to and enhancements of their academic training;
2. to insure that the work experiences are relevant to the students' educational objectives;
3. to offer the opportunity for employers to utilize the talent and creative ideas of youth;
4. to encourage young people to enter careers of service in South Dakota;
5. to acquaint students with the political process, whenever appropriate.

South Dakota Student Intern Coordinating Council

The South Dakota Student Intern Coordinating Council consists of representatives from:

1. the Office of the Board of Regents, Commissioner of Higher Education;
2. the Department of Administration, Division of Personnel;
3. the State Planning Agency;
4. the State Legislature:
5. the Academic Resources Council;

6. College students;

7. College faculty and administration;

8. Minorities;

9. Federal agency representatives;

10. Others as may be designated by the Governor.

The Council and its Intern Coordinator is responsible for:

1. Coordinating all intern-related programs with agencies of government and other sponsors, the colleges and universities of the state, and the interns;

2. Establishing intern selection standards and agency project guidelines;

3. Insuring adequate educational and technical supervision and counsel for each intern;

4. Receiving and expending all funds, public and private, designated for all intern-related programs;

5. Cooperating and consulting with the South Dakota Academic Resources Council, whenever appropriate, regarding mutual concerns in coordinating all intern-related programs;

6. Providing technical assistance to sponsors and others in the form of a clearinghouse and directory service of former interns intern programs, funding potential, and similar concerns;

7. Promulgating the overall rules and regulations for all intern-related programs following the steps enumerated in the Administrative Procedures Act (SDCL chapter 1-26 and 1972 revisions).

The Intern Council strives to insure opportunity for participation in the intern program from all South Dakota colleges and universities, both public and private, from which it receives student applications.

Successful internships may be certified by the Intern Council in cooperation with the Resource Development Internship Project. Sponsor internship proposals may be reviewed by the Intern Council for accreditation.

It is understood that the length of internships will vary dependent upon a wide variety of factors. Flexibility in the length of employment will be maintained but should be based on the following schedules:

1. 12 months;
2. academic school year;
3. academic term or interim period;
4. summer vacation period;
5. legislative session;
6. school vacation periods other that summer.

Student Eligibility, Qualifications and Responsibilities

In order to qualify for participation in the South Dakota Student Intern Program, students should:

1. be enrolled in post-secondary or vocational-technical education;
2. have a pertinent educational background.

The student who is receiving academic credit for the internship must meet the requirements of the educational institution he is attending.

The purpose of the intern program is to encourage the meaningful involvement of young people in the public and private sectors, and in the governmental process when appropriate. Though sponsors may choose to employ a former intern, completion of an internship is not a guarantee of such employment.

The Intern Council will write and enforce a code of conduct which will insure consistent professional conduct and specifically exclude lobbying as noted in the South Dakota Complied Laws 2-12-10. Violations of the code of conduct would be cause for dismissal from the intern program. Such dismissal would be contingent upon a formal hearing conducted by the Intern Council.

Sponsors

All South Dakota state agencies, departments, legislators, organizations, council, committees and other interested individuals are encouraged to participate as sponsors in the South Dakota Student Intern Program. Public and private sectors are both encouraged to become sponsors.

The sponsors of student interns are also expected to adopt the following minimum guidelines:

1. Intern programs shall be, first and foremost, educational programs integrated with practical experience;
2. Interns shall be placed in those major areas of responsibility that are most conducive to the learning process;
3. Student internships are to looked upon as important programs of personal development;
4. Sponsors shall fully integrate the student interns into their organizations.

Each sponsor participating in the intern program will appoint his own intern advisor. The intern advisor will be responsible for cooperating with the Intern Council and its Coordinator in:

1. the development of internship positions;
2. the placement of interns;

3. conducting orientation for interns;

4. helping to solve problems that arise during the course of the internship;

5. processing additional requests for interns from the employer;

6. evaluating the internship.

All non-discrimination guidelines as established by the United States government and the state of South Dakota shall be adhered to and enforced.

If a student is to be dismissed from the internship, the complainent must provide supportive evidence to the South Dakota Student Intern Coordinating Council proving the reasons for dismissal.

Colleges and Universities

Because the intern program seeks to involve students from all South Dakota colleges and universities, it will be necessary for each campus to have an intern coordinator. Upon request, the Intern Council will assist each school in the operation of the intern program.

The campus intern coordinators will be responsible for distributing information on the intern program as it becomes available; for processing student applications; and for coordinating academic credit for those students that request it.

SOUTH DAKOTA STUDENT INTERN PROGRAM

Procedural Manual

Intern Council and its Coordinator

1. Invites Sponsor to participate in the South Dakota Student Intern Program.

Sponsor

2. Accepts participation in the Intern Program.
3. Assigns own Intern Advisor to be liaison between himself and the Intern Program.

Sponsor Intern Advisor

4. Surveys department for internship positions, gathering data on:

    a. type of project or service to be performed;
    b. number of positions open to interns;
    c. optimum times during the year for intern participation;
    d. time commitment of hours, days, and weeks;
    e. funds available for the project (if any).

5. Advises Intern Council of number and type of interns needed. (Appendix 1)

Intern Council and its Coordinator

6. Reviews Sponsor application for accredidation.
7. Recruits from educational institutions interns to match as closely as possible the sponsor's needs.

    a. Exchanges information with educational institutions to determine approximate number of students interested in internships.
    b. Advises educational institutions of available internship positions.

8. If there are interns requesting positions than there are available internships:

    a. Encourages state departments/agencies to develop additional opportunites;
    b. Encourages local (county, municipal, etc.) governmental bodies to accept interns.

9. Supplies Procedural Manual and application forms to all educational institutions.

Educational Institutions (Intern Coordinator)

10. Informs faculty members of the Intern Program and openings available for the current school calendar.

Faculty Members

11. Advise students of the Intern Program and Internship openings.

Prospective Intern

12. Obtains Application form from the campus intern coordinator or the Intern Council. (Appendix 2)
13. If the internship is for academic credit, requests approval of faculty advisor.
14. If the internships is not for credit, application form does not require faculty approval.

Faculty Advisor

15. If the internship seems feasible, signs the application form.

Prospective Intern

16. Files application with the Intern Council.

Intern Council and its Coordinator

17. Processes application: arranges an interview between Prospect Intern and Sponsor's Intern Advisor, if possible.

Sponsor's Intern Advisor

18. Interviews Prospective Intern, discusses internship project, length of time, job descriprion, etc.
19. Supplies agreement form to Prospective Intern (Appendix 3).
20. Informs Supervisor of Prospective Intern to work in that unit.
21. Arranges an interview between Prospective Intern and Supervisor

Supervisor

22. Interviews Prospective Intern; discusses internship project in detail.
23. Informs Sponsor's Intern Advisor of the results of the interview.
24. If Prospective Intern is to be accepted:

    a. discusses specific terms of the Agreement with the intern;
    b. makes necessary arrangements for appropriating money if the intern is to be paid;
    c. makes other necessary arrangements such as with State Motor Pool if a state car is to be used, or the Supply Bureau if office equipment is necessary;
    d. if Civil Service regulations or other financial arrangements require separate paper agreements complete those agreements with the appropriate agency;
    e. signs the Agreement Form.

Intern

25. Signs Agreement Form.
26. Obtains the signature of faculty advisor on the Agreement Form if the internship is for academic credit.
27. Returns the Agreement Form to the Sponsor's Intern Advisor for signature indicating acceptance.

Sponsor's Intern Advisor

28. Signs the Agreement Form and returns it to the Intern Council.

Intern Council and its Intern Coordinator

29. Signs Agreement Form indicating approval of the internship.
30. Processes Agreement Form through State Auditor if State Funds are involved.
31. Returns completed copies of Agreement Form separately to Sponsor's Intern Advisor, Supervisor, Educational Institution (if the internship is for academic credit) and the Intern.

Intern Council, its Coordinator and the Sponsor's Intern Advisor

32. Provide basic orientation for the Supervisor in working with an intern.
33. Provide basic orientation for the Intern in working for the Sponsor. NOTE: The orientations ideally will consist of a review of the Procedural Manual plus training sessions for both the Supervisor and the Intern.
34. Provide Supervisor with Evaluation by Supervisor Form (Appendix 4) to be filled out at the completion of the internship.

35. Provide Intern with the Evaluation by Intern form (Appendix 5) to be filled out at the completion of the Internship.

Supervisor

36. During the internship, meets regularly with the Intern, giving specific instructions and directions in the project.

Sponsor's Intern Advisor

37. Periodically contacts the Supervisor to make certain the internship is running smoothly. (Watches for signs of dissatifaction on part of either the Intern or the Supervisor

Intern and Supervisor

38. At the time of the completion of the internship, fill out separately the Evaluation forms.
39. Return these forms separately to the Sponsor's Intern Advisor

Sponsor's Intern Advisor

40. Evaluates internship project for the Department based on accumulated Supervisor/Intern Evaluations and personal contac with the ongoing project.
41. Forwards copies of Supervisor/Intern Evaluations to the Inter Council.
42. Forwards evlauation of the ongoing program to the Intern Council.

Intern Council and its Coordinator

43. If the internship has been for academic credit, forwards copie of the Supervisor/Intern Evaluations to the Intern's faculty advisor.
44. Evaluates intern program based on Supervisor's, Intern's, and Sponsor's Intern Advisor's evaluations plus independent research.
45. Maintains base file of evaluations so as to be able to reply to prospective employers and/or other parties seeking references.

APPENDIX 1
Sponsor Application

SPONSOR'S REQUEST FOR AN INTERN

Date _____

Sponsoring Agency or Individual _____

Division _____

Work Location for Intern _____
(Building) (Street)

_____
(City) (Zip) (Phone)

Supervisor of Intern _____
(Name) (Title)

Project for which the Intern is sought _____

_____
(Please use reverse side and detail your project)

NOTE: If you can use more than one Intern, please indicate this if the positions are the same. If the Intern positions are different, please file separate requests.

Special skills, experience, academic courses and/or training required by the Intern to perform the assignment. _____

_____

What is the length of time for the internship?

From _____, 19__ To _____, 19__

Full Time ____ Days _____ Number of hours per week____
Part Time ____ Nights _____ per weekends _____

NOTE: Schedule would generally need to be in accord with academic schedules, i.e. Fall semester, Winter semester, spring semester, summer, legislative sessions, etc. (Please indicate) _____

Will you pay the intern a stipend? Yes _____ No _____

If so, how much per week? _____

NOTE: The internship does not depend on available funds but you are encouraged to provide whatever you can to support your intern(s).

Please submit this request to your Intern Advisor.

Received by _____
(Sponsor's Intern Advisor)

Referred to the Intern Council on _____

APPENDIX 2

STUDENT APPLICATION

SOUTH DAKOTA STUDENT INTERN PROGRAM

Date _____

Name _____ Date of Birth _____
Last First Middle Maiden Mo. Day Yr

Social Security Number _____ Armed Forces Veteran ____ ____
YES No

Address at Present _____
Street and No. City State Zip Telephone

Educational Institution you now Attend _____

Department or School _____ Major Field of Study _____

Academic Level or Credits _____

Future Career Plans _____

Have you had previous experience as an intern or volunteer? YES NO

If you checked yes above, explain when, where, and what _____

_____

In which Department of State Government do you wish to Intern? List 3.

_____

In what type of Internship project do you wish to Participate? _____

_____

In Which area of the State would you be able to work? _____

What is the time you would be willing to perform an Internship Project?

From _____, 19__ To _____, 19____.

_____ Full Time _____ Part Time (No. of hrs./week)

_____ Days _____ Nights _____ Weekends

Will this Internship be for Academic Credit? ____ ____
Yes No

If the answer above is yes, what is the crediting institution? _____

_____

Note: If the Internship is for credit, signature of a faculty advisor is required.

In in the space below, explain why you are interested in an internship in South Dakota _____

_____

_____

_____

_____

_____

_____

_____

_____

Names, addresses and phone numbers of two references other than faculty advisor. Please include one from outside your educational institution.

_____ _____

_____ _____

_____ _____

Signature of Student _____ Date _____

Signature of faculty advisor _____ Date _____
(If the internship is for academic credit)

Return this form to: South Dakota Student Intern Coordinating Council
Division of Personnel
State Capitol Building
Pierre, South Dakota 57501

Do not fill in below this line _

Received by the Intern Council by _____ Date _____

Referred to Sponsor (Date) _____
Name _____

Comments:

APPENDIX 3

SOUTH DAKOTA STUDENT INTERN PROGRAM: Statement of Mutual Responsibilities

An agreement among student intern, sponsor, and the South Dakota Student Intern Coordinating Council. Please read and sign below, returning one copy of this Agreement to the Council, Division of Personnel, Pierre, S.D. 57501.

A. The South Dakota Student Intern Coordinating Council agrees to:

1. Provide overall coordination and administration of the state intern program.
2. Receive, evaluate and approve sponsor requests for participation in the program.
3. Receive, evaluate and approve student applications for intern positions.
4. Publish and distribute to the public and private colleges and universities of the state various publicity materials, hand books, directories, etc.
5. Provide opportunities for meetings and seminars for student interns, sponsors and college personnel.
6. Conduct and publish a periodic evaluation of the intern program. Submit annual report to the Governor, Legislature and other interested parties.

B. The sponsor agrees to:

1. (For large agencies) Appoint a staff member as its intern advisor to oversee intern activity for the entire agency. Each intern (or group of interns in a similar area) will be assigned a technical supervisor. (Small agencies and individual sponsors may prefer to assign a technical supervisor only or have the intern report directly to the agency head or to the individual sponsor).
2. Receive and consider intern applications forwarded by the Council. (A personal interview by the intern advisor with each student candidate is considered desirable. The Council's Intern Coordinator should be consulted before and at the time of hiring.
3. Provide office space, desk, supplies, clerical/secretarial services, and access to necessary information needed to complete the internship.
4. Funds for necessary travel and other expenses connected with the completion of the intern's responsibilities.
5. Publish the student's final project report, following the Guidelines for Printing & Publishing South Dakota Public Documents (published by the Division of Purchasing & Printing) or other style manuals recommended by the Council.
6. Adherence to the recommended intern educational stipend schedule, determined by joint action of the Council and the prospective sponsor.
7. Notify interns, after consultation with the Intern Council, of their appointment. Terms and conditions of the employment will be included in the letter of appointment. A copy of each letter will be sent to the Intern Council.
8. Cooperate in periodic evaluation of intern and the intern program.

C. Colleges and universities agree to:

1. Publicize the intern program to students and faculty through all appropriate channels. The Council will provide publicity materials and keep them up to date.
2. Provide faculty advisor for each intern. Necessary travel, telephone and other advisor expenses will be paid by the college or university.
3. Students desiring academic credit for their internships will be awarded it upon completion of the project. Students are expected to perform the usual registration for such credit.
4. Cooperate in periodic evaluation of the intern program.

D. Student intern agrees to:

1. Fulfill the job responsibilities as outlined in the interviews conducted by the sponsor.
2. Complete the necessary report on the internship, if one is required.
3. Cooperate in the evaluation of his specific internship as well as the overall program.

Sponsor's signature _____ Date _____

Agency or occupation _____

Address and phone number _____

_____

Signature of student intern _____ Date _____

Signature of student's faculty advisor _____
(If academic credit is to be awarded) Date _____

Signature of college or university president _____
Date _____

Signature of the state Intern Council _____
Date _____

APPENDIX 4

PRELIMINARY DRAFT OF BILL creating an Office of Student Intern Programs

FOR AN ACT ENTITLED: An Act establishing the Office of Student Intern Programs in the Division of Personnel, Department of Administration and making an appropriation therefor.

Section 1. There is hereby established an Office of Student Intern Programs within the Division of Personnel, Department of Administration.

Section 2. The Director of Personnel, in consultation with the South Dakota Student Intern Coordinating Council, established in Section 3, is authorized to appoint a state Intern Coordinator to effect the purposes of this Act.

Section 3. A South Dakota Student Intern Coordinating Council is also established to advise and offer consultation for the state Intern Coordinator. Such Council shall be established by the Division of Personnel and the Office of Student Intern Programs in accord with the provisions of the Administrative Procedures Act (SDCL 1-26).

Section 4. The state Intern Coordinator in consultation with the Student Intern Coordinating Council shall promulgate such rules and regulations as may be necessary for the execution of the purposes of this Act and the efficient administration of the Office of Student Intern Programs.

Section 5. The Student Intern Coordinating Council shall receive and expend both public and private funds for intern purposes, appoint necessary supportive staff, establish an office and necessary classroom and meeting facilities, prepare an annual budget request, report the activities of the Office of Student Intern Programs, and engage in other activities in support of the purposes of this Act.

Section 6. There is hereby appropriated out of any money in the state treasury not otherwise appropriated, the sum of $132,500 to provid personnel, operating expenses, and educational stipends for student interns.

Section 7. Funds appropriated to the Office of Student Intern Programs shall be paid out in warrents drawn by the state auditor, upon verified vouchers approved by the state Intern Coordinator or his duly authorized representative.

APPENDIX 5

Proposed Budget

1.	Intern Coordinator	$15,000
	- Fringe Benefits	1,500
2.	Secretary	4,600
	- Fringe Benefits	460
3.	Travel	
	A. Intern Coordinator	4,000
	B. Intern Council Members	4,000
4.	Office Expenses	2,940
5.	Student Stipends	100,000
	Total	$132,500

1. Salary based on comparable salaries of other state intern coordinators. Ten per cent of the base salary is used in computing fringe benefit costs.

2. Average salary compatible for this type of position.

3A. This position will require extensive travel in South Dakota and across the nation visiting colleges to recruit students, attending meetings, conferences and seminars.

Estimated and types of in-state trips

- Three to four trips a year to each public and private college in South Dakota to gain their cooperation.
- Ten to twelve trips a year to attend meetings and conferences of various South Dakota organizations, associations and professional groups such as the S.D. Corrections Association, S.D. Arts Council, S.D. Humanities Council, etc to present the Intern Program.
- Various trips to visit state agencies not located in Pierre, S.D. to present the Intern Program and to gain their cooperation.

Estimated out-of-state-travel

- Four to six trips annually to attend regional and/or national conferences to gain first-hand knowledge of similar intern programs.

3B. It will be necessary for the Intern Council to meet periodically to guide the Intern Coordinator and to insure the proper administration of the program. Eight meetings per year at $500 per meeting.

4. Office equipment, office materials, printing costs, postage phone expenses.

5. This fund will provide a minimum stipend of $100 per week for each intern. It will expended on a matching basis where possible.

APPENDIX I

STATE OF SOUTH DAKOTA

Office of the Governor

Executive Order establishing the South Dakota Student Intern Coordinating Committee and amending the executive order of June 25, 1971 establishing the Governor's Academic Resources Council.

WHEREAS, The State Government of South Dakota intends to encourage the involvement of young people in the governmental process; and

WHEREAS, that involvement should be meaningful to the student as well as to the government; and

WHEREAS, there exists no administrative mechanism nor general procedure to facilitate comprehensive development and ongoing coordination of the program;

IT IS THEREFORE BY EXECUTIVE ORDER directed that the South Dakota Student Intern Coordinating Council be established and supersede Section II, part b of the Executive Order to establish the Governor's Academic Resources Council.

Section I Membership

The Student Intern Coordinating Council shall consist of representation from:

a. The Office of the Board of Regents, Commissioner of Higher Education
b. The Department of Administration, Division of Personnel
c. The State Planning Agency
d. The others as may be designated by the Governor

Section II Responsibility

The Student Internship Coordinating Council shall be responsible for:

a. Developing a comprehensive state plan for the internship program.
b. Coordinating the internship program with agencies of government, the several colleges of the state, and the interns.
c. Establishing intern selection standards and agency project guidelines.
d. Insuring adequate educational and technical supervision and counsel for each intern.
e. Receiving all funds, public and private, designated for the state intern program.
f. Cooperating and consulting with the Academic Resources Council, whenever appropriate, regarding mutual concerns in coordinating the internsnip program.

NOW, I THEREFORE, RICHARD F. KNEIP, Governor of the State of South Dakota, by virtue of the authority vested in me by the constitution and the statutes of this state, do hereby order and direct that the South Dakota Student Intern Coordinating Council be established.

Dated in Pierre, the Capitol, this the 31 Day of MAY, 1972.

Richard F. Kneip
GOVERNOR OF SOUTH DAKOTA

ATTEST:

Alma Larson

south dakota

state intern conference

student interns

south dakota

state intern conference

student interns

south dakota

state intern conference

student interns